

# The Balanced Literacy Classroom: What to Look For



Presented  
by

**Sue Jackson**

National Literacy Consultant  
Scholastic Education Canada  
[sjackson@scholastic.ca](mailto:sjackson@scholastic.ca)

 **SCHOLASTIC**  
**Education**

## TIPS FOR PLANNING THE SCHOOL TIMETABLE

The school timetable should maximize each teacher's effectiveness and assure coherence and consistency in the implementation of classroom, divisional, and school instruction.

### 1. Learning blocks need to have priority in timetable planning.

- Place the blocks for literacy and numeracy on the master timetable first. The two blocks do not have to be in sequence, though they could be.
- It is efficient and gives more flexibility if you schedule primary (K-3) and grade 4-6 blocks for literacy at different times.
- When timetabling instructional options for the school's master timetable, ensure the prime learning components are the priority.
- Announcements should occur just before recess or before noon so that prime early morning time for student learning is maximized.

### 2. Learning blocks should be uninterrupted. Planning time should be scheduled outside the literacy and numeracy learning blocks.

Consider:

- What are the variables that the principal and planning time committee should examine?
- How will you deliver preparation time outside the block times?
- Who will do the planning time?
- When can the planning time be delivered?
- How many teachers are optimal in the delivery of preparation time for students?
- "Uninterrupted" means no announcements or calls into rooms. Presentations for the division and trips (where possible) should be scheduled outside the learning block time.

### 3. Backward design is important for planning the timetable.

Consider:

- Frequency of planning periods
- Length of planning periods
- Gym availability
- Special education support
- Preparation coverage possibilities: devoted planning teacher/music teacher/physical education/drama/other
- Planning a shared preparation time for same-grade teachers
- Part-time staff – flexibility of time assignment may be beneficial in assuring best use of time.

## Crucial Questions to Ask as a School

- Where and why are students meeting success in reading and writing, and what are we doing that's causing that success?
- Where and why are students failing to thrive as readers and writers, and what must we do as a school to reverse that outcome?
- What kind of instructional support – and how much – do teachers need to raise achievement for students who are below grade level?
- Where is intervention working well and what can we learn from that success? Where and what changes do we need to make in our intervention programs?
- What steps do we need to take so that we have literacy alignment and cohesion at and across grade levels?
- What else do we need to be thinking about and addressing that we have not yet considered?

From: *Read, Write, Lead: Breakthrough Strategies for Schoolwide Literacy Success* by Regie Routman, 2014, p.247

# Questions to Gather Data on Literacy Instruction in My School

## Visual Overview

- Do the classrooms have obvious indicators of balanced literacy programming? (e.g., word wall, tricky words area, an area for guided reading, writing organizers and class writing checklists, student samples, anchor charts with mentor texts, etc.)

## Organization

- Does assessment drive instruction?
- What on-going assessments are used?
- Does the teacher vary organization for learning (e.g., whole class, small group, and individual)?
- What support is offered to struggling learners?
- How does the teacher vary learning for advanced learners?
- How does the teacher ensure student engagement?
- How does the teacher's schedule maximize classroom time?
- How does the teacher establish a sense of personal responsibility for learning?

## Components

- What is taught in the Language block?
- For how long is each component taught?

## Materials

- How do the children share print and digital materials?
- How does the teacher meet children's needs with multi-level materials?
- How does the school centralize materials?
- What system is in place for sharing resources?

## Continuity



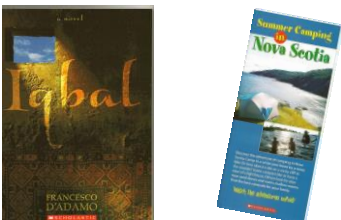
- Will the children experience continuity in Language as they move through grades?
- Are teachers aware of what is happening in Language in other classes and grades?
- Have teachers decided what information to hand on to the next teacher?
- How do teachers use information from children's previous teachers?



## Contact with the Literacy Coach

- What is the role of the Literacy Coach?
- What aspects of in-services, demonstration lessons, and coaching do the teachers find helpful?
- How well do the teachers share and discuss the information received from p.d.?


Adapted from Brailsford and Coles, p. 136

# Look-fors – Comprehensive Literacy – Classroom Environment

Components	Look-fors	Questions to Ask
<b>Learning Culture</b> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> teacher acting as a caring, supportive facilitator who guides co-constructed learning experiences</li> <li><input type="checkbox"/> students making choices and having a voice in the classroom environment</li> <li><input type="checkbox"/> teacher creating a culture of conversation which promotes less teacher talk and more student talk</li> <li><input type="checkbox"/> teacher encouraging risk-taking and making mistakes</li> <li><input type="checkbox"/> prolonged activities that engage students and give them opportunities to plan, monitor, and evaluate their learning</li> <li><input type="checkbox"/> opportunities for students to express thinking aloud</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How does your classroom environment support independence?</li> <li><input type="checkbox"/> How do you ensure that students have choice and a voice in your classroom?</li> <li><input type="checkbox"/> What assessment data do you collect that is the most useful in informing your instruction?</li> <li><input type="checkbox"/> What other resources would support your literacy program?</li> <li><input type="checkbox"/> How do you use technology to enhance student learning?</li> </ul>
<b>Productive Environment</b> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> spaces in which students can work collaboratively, in flexible groupings and individually (whole class area, small group, paired, individual areas, teacher-student conference area)</li> <li><input type="checkbox"/> comfortable large-group meeting place so students can be close to the teacher and turn and talk to each other</li> <li><input type="checkbox"/> furniture and equipment is easy to move into flexible formations</li> <li><input type="checkbox"/> desks or tables in clusters so students can talk and work together</li> <li><input type="checkbox"/> resources are well-organized and easily accessible with plenty of storage (e.g., labelled baskets/shelves)</li> <li><input type="checkbox"/> display spaces contain student work and success criteria and are changed regularly</li> <li><input type="checkbox"/> students are involved in organizing and maintaining the space</li> <li><input type="checkbox"/> classroom library and comfortable reading area</li> <li><input type="checkbox"/> learning goals/outcomes are posted</li> <li><input type="checkbox"/> a buzz or low level hum of activity as students exchange ideas</li> </ul>	<div>Putting It All Together</div> <ul style="list-style-type: none"> <li><input type="checkbox"/> planning shows evidence of large-group, small-group, paired, and individual learning activities within the timetable</li> <li><input type="checkbox"/> evidence of a seamless connection of reading and writing so that literacy program flows smoothly</li> <li><input type="checkbox"/> evidence of correlation between assessment and instructional practice</li> <li><input type="checkbox"/> deliberate, timely, and focused instruction</li> <li><input type="checkbox"/> maximum use of classroom time</li> <li><input type="checkbox"/> use of a variety of oral language strategies throughout literacy lessons</li> </ul>
<b>Great Texts and Resources</b> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> rich, varied, and intriguing books, magazines, newspapers, brochures, charts, posters, e-zines of all sorts at a variety of reading levels</li> <li><input type="checkbox"/> collections of books and anthologies on topics and themes in the curriculum (e.g., author studies, mysteries and novels, science magazines, history text)</li> <li><input type="checkbox"/> variety of contemporary popular texts (e.g., graphic novels, comic books, car brochures, sport and hobby magazines, manuals, almanacs)</li> <li><input type="checkbox"/> current reference materials</li> </ul>	

	<ul style="list-style-type: none"> <li><input type="checkbox"/> dual-language texts and media-rich texts in a variety of languages that capture the lived experiences of students and their families</li> <li><input type="checkbox"/> visual texts (e.g., menus, stamps, posters, signs, logos, ads, badges, wall charts, flow charts, family trees, graphs, maps, blueprints)</li> <li><input type="checkbox"/> texts that will help students in their exploration of their own identity</li> <li><input type="checkbox"/> social justice texts</li> </ul>	
<b>Visual Supports</b>  	<ul style="list-style-type: none"> <li><input type="checkbox"/> pocket charts</li> <li><input type="checkbox"/> reference/anchor charts (e.g., discussion guidelines, text-type writing features)</li> <li><input type="checkbox"/> graphic organizers</li> <li><input type="checkbox"/> word walls/word resource walls</li> <li><input type="checkbox"/> vocabulary charts (e.g., science/math/social studies terms, inquiry charts)</li> <li><input type="checkbox"/> instructional charts (e.g., examples of various writing forms, prompts on effective use of reading strategies, proofreading prompts)</li> <li><input type="checkbox"/> inquiry question posted as reminder</li> </ul>	
<b>Hands-on Resources</b>  	<ul style="list-style-type: none"> <li><input type="checkbox"/> sticky notes, highlighters, highlighter tape</li> <li><input type="checkbox"/> technology to enhance learning – computers, tablets, laptops, e-readers, Smartphones, learning response devices, personal electronic devices</li> <li><input type="checkbox"/> electronic graphic organizers</li> <li><input type="checkbox"/> various writing materials and art materials</li> <li><input type="checkbox"/> interactive whiteboard</li> <li><input type="checkbox"/> pocket charts</li> <li><input type="checkbox"/> Canadian resources to support students in their understanding of world events through age appropriate content and discussion (<a href="http://teachkidsnews.com">http://teachkidsnews.com</a>)</li> </ul>	
<b>Assessment</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> teacher engaging students in reflections on learning</li> <li><input type="checkbox"/> students and teacher co-creating assessment tools and criteria for demonstration of learning</li> <li><input type="checkbox"/> teacher using student-led conferences so students can make their learning explicit with parents and guardians</li> <li><input type="checkbox"/> students using portfolios to reflect on their learning (paper/digital)</li> </ul>	

# Look-fors – Comprehensive Literacy – Oral Language

Oral Language	Look-fors	Questions to Ask
<ul style="list-style-type: none"> <li>oral language strategies should be built into reading, writing, and working with words activities</li> <li>'accountable talk' – talk which is respectful and meaningful to both the listener and the speaker</li> <li>classrooms should be conversational communities</li> </ul> <p>"Time for purposeful talk and interaction is necessary for real learning to occur. Instructional practice values time for accountable talk and interaction in order for students to clarify their thinking, learn to respect and build upon the ideas of others and articulate their views effectively."</p> <p><i>The School Effectiveness Framework, 2007, p.39</i></p> 	<ul style="list-style-type: none"> <li>teacher modelling appropriate responses that demonstrate active listening, open-mindedness, and thoughtful follow-up actions</li> <li>teacher setting an example by using inclusive, open language with all students</li> <li>teacher using language that will promote thinking and push students to justify their thoughts and come up with the big ideas</li> <li>teacher and students co-creating anchor charts for 'Accountable Talk' – what it looks like and sounds like</li> <li>students demonstrating active listening and effective speaking (e.g., facing each other, taking turns, staying on topic, asking questions for clarification, building on the ideas of others, etc.)</li> <li>students engaging in conversations that require them to examine their conscience, think about making tough choices, and doing what's right</li> <li>teacher posing questions to develop higher-order thinking (e.g., <i>Is lying always wrong? Is cheating fair to students? Is our well-being a result of someone else not having?</i>)</li> <li>students participating in deep discussions about controversial and sensitive issues</li> <li>teacher employing a variety of oral language strategies throughout reading, writing, and working with words activities (e.g., Think-Pair-Share, Three Part Interview, Four Corners, Jigsaw, Turn and Talk, Value Line, Inside/Outside Circle, etc.)</li> <li>teacher providing opportunities for students to collaborate through social media (e.g., Moodles, wikispaces, blogs, apps, GoogleDocs, flicks, twitter, facebook, wordless, crossword, quizlet, or glogster)</li> <li>students demonstrating self-advocacy (for themselves and for issues that matter to them)</li> <li>students exploring ethical thinking</li> <li>teacher providing experiences for students to expand global perspectives, share ideas, and reflect and learn from the ideas of others</li> <li>students interviewing knowledgeable experts and interacting with specialists in the field as they investigate a topic – could be face-to-face or on the computer</li> </ul>	<ul style="list-style-type: none"> <li>How do you provide opportunities for students to listen, and talk, to others for a variety of purposes and on a range of subjects?</li> <li>How do you embed oral language instruction and practice throughout your program?</li> <li>What assessment tools do you use to provide feedback for students to enable them to improve oral communication skills?</li> <li>What strategies do you use for students who are reluctant to speak in front of others?</li> <li>What data do you collect on oral language skills?</li> <li>How does your data help to inform your instruction?</li> <li>In what ways do you encourage students to advocate for themselves or for matters important to them?</li> <li>What techniques do you use to promote collaboration and communication in your classroom?</li> <li>In what ways do you use technology to enhance oral communication skills?</li> </ul>

## Look-fors – Comprehensive Literacy - Reading

Key Instructional Approach	Look-fors	Questions to Ask
<p><b>READ ALOUD</b></p> <ul style="list-style-type: none"> <li>teacher reads aloud daily (10 – 15 min.)</li> <li>texts are at students' listening level but above their reading level</li> <li>purposes: model comprehension strategies and word-solving strategies, promote a positive attitude toward reading, highlight writer's craft or traits of writing, development of vocabulary and concept building</li> <li>teacher structuring learning around 'big ideas' and inquiry questions to promote deep learning</li> </ul>	<ul style="list-style-type: none"> <li>teacher planning indicates a teaching point for the chosen text (see purposes)</li> <li>teacher using information from attitude and interest surveys to provide engaging materials (e.g., novels, picture books, factual texts, digital texts, media, newspapers, songs, etc.)</li> <li>teacher purposefully choosing texts that promote 'big ideas' (e.g., social justice issues, character development)</li> <li>whole class session with the teacher reading aloud in a fluent, expressive manner and students listening purposefully and actively</li> <li>teacher pausing at planned places to explain own thinking about the use of comprehension strategies or word-solving strategies – Think Alouds (e.g., Making Connections – <i>As I read that part of the text, it reminded me of...</i>)</li> <li>teacher stopping to point out the author's craft (e.g., <i>The author's vivid word choice helps me to visualize the scene.</i>)</li> <li>teacher explicitly teaching thinking routines (e.g., Think-Pair-Share; Connect, Extend, Challenge)</li> <li>teacher posing higher-order thinking questions to promote critical thinking, discussion, and critical literacy</li> <li>students engaging in meaningful dialogue with teacher/peers before, during and after reading (e.g., Think-Pair-Share, Tea Party, Four Corners, Think-Puzzle-Explore)</li> <li>students participating in partner and class discussions, appreciating different viewpoints</li> <li>teacher modelling response activities</li> <li>teacher and students working together to create anchor charts or to complete graphic organizers</li> <li>teacher maintaining a class log of material read aloud</li> </ul>	<ul style="list-style-type: none"> <li>Why did you select the text you are reading?</li> <li>Do you think your students are engaged by the text?</li> <li>How does this text connect to other aspects of your program?</li> <li>How did you introduce the text to the students?</li> <li>What oral language strategies did you use in this lesson?</li> <li>What do you think your students are learning from this text?</li> <li>What other types of text do you plan to read?</li> <li>What observations have you made of your students' understanding of text?</li> <li>How do you actively involve your students during Read Aloud sessions?</li> <li>What questions have prompted the most discussion/debate?</li> </ul>
<p><b>SHARED READING</b></p> <ul style="list-style-type: none"> <li>teacher and students read text together (supported context)</li> <li>daily 15 – 20 min.</li> </ul>	<ul style="list-style-type: none"> <li>teaching plans indicate a specific teaching focus for each day – same text is used over several days</li> <li>whole class session with teacher and students reading a communal text that all can see clearly (e.g., big book, overhead transparencies, SMART Board, large posters, partner-share texts, individual copies)</li> <li>teacher engaging students in activities to introduce the text and activate prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Why did you choose the text you are reading?</li> <li>Do you think your students are engaged in the text?</li> <li>How does this text connect to other aspects of your program?</li> </ul>

<ul style="list-style-type: none"> <li>text is challenging for most students</li> <li>purposes: explicit instruction to reinforce comprehension strategies, share content, engage in focussed re-readings, expose students to an increasing range of text types and forms, teach word recognition and word solving strategies, discuss author's craft, enhance oral language</li> </ul>	<ul style="list-style-type: none"> <li>teacher reading text aloud using phrasing, fluency and intonation to model how proficient readers interact with text</li> <li>students reading the text in unison or in small groups or pairs (orally)</li> <li>teacher scaffolding lesson by pausing to discuss comprehension, difficult vocabulary, text features</li> <li>teacher establishing a purpose for re-reading key sections of the text (e.g., <i>Let's re-read the letter and think of the three most important things...</i>)</li> <li>teacher explicitly teaching word solving skills, comprehension strategies and author's craft</li> <li>students applying and practicing comprehension strategies</li> <li>teacher and students engaged in focussed discussions about the content and meaning of the text</li> <li>students responding with a critical stance</li> <li>teacher and students working together to create anchor charts (i.e., word patterns)</li> <li>teacher and students examining the text from a writer's perspective and using the text as a 'mentor' for writing</li> <li>students practicing response activities demonstrated by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>How did you determine the teaching foci while using this text?</li> <li>What types of text have you read with your class? How do these texts connect reading and writing?</li> <li>What methods do you use to record observations of students' understanding?</li> <li>How often do you conduct Shared Reading lessons?</li> <li>How does Shared Reading support all readers in your classroom?</li> <li>What types of reading response activities do your students complete?</li> </ul>
<p><b>GUIDED READING</b></p> <ul style="list-style-type: none"> <li>small group approach where teacher provides structured support</li> <li>instructional level text (90-94% accuracy)</li> <li>groups comprised of students reading at similar levels and with similar needs</li> <li>groups are dynamic and change frequently</li> <li>20 min. in length</li> <li>purposes: focus reading instruction on students' specific needs, extend comprehension, allow students to apply strategies</li> </ul>	<ul style="list-style-type: none"> <li>working with 5 – 6 students using short texts at appropriate reading level for the group</li> <li>teaching plans denote group members, text title and level, focus questions, skill/strategy focus (based on group needs) and assessment comments</li> <li>teacher providing a strong but brief introduction to text and activating students' prior knowledge</li> <li>teacher discussing supports and challenges in text and providing a purpose for reading</li> <li>students reading same text simultaneously and creating meaning independently while drawing support from peers and teacher</li> <li>teacher chunking text, setting guiding questions to focus comprehension and leading discussions to promote deeper understanding of text and strategy use</li> <li>students looking for text support to confirm predictions, answer questions, make connections and evaluate text</li> <li>teacher listening to students read aloud and monitoring comprehension and contextual word recognition strategies</li> <li>teacher assessing reading behaviours, strategies and use of cueing systems to focus further instruction</li> <li>students using metacognition</li> <li>teacher monitoring and periodically attending to other students in the</li> </ul>	<ul style="list-style-type: none"> <li>How many guided reading groups do you have in your classroom?</li> <li>How often do the groups meet?</li> <li>How do you match students to the appropriate text?</li> <li>How do you monitor the progress of students?</li> <li>How often do you change student groupings?</li> <li>What observations have you made about individual students?</li> <li>In what ways does Guided Reading connect with other aspects of your program?</li> <li>What are the next steps for the group I watched today?</li> </ul>

<p>taught, provide opportunities for assessment, read a variety of text for different purposes, enrich oral language development</p>	<p>class</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> students not in a guided reading session are working productively</li> </ul>	
<p><b>INDEPENDENT READING</b></p> <ul style="list-style-type: none"> <li>• students reading independently (with no or minimal support)</li> <li>• text at independent reading level (95-100% accuracy rate)</li> <li>• daily for 30 – 40 min.</li> <li>• purposes: provide opportunity for students to practice, reinforce and consolidate previously taught strategies, allows assessment and evaluation of reading, ensure students are able to select appropriate material</li> </ul> <p>Note: Book selection should happen at another time rather than during Independent Reading.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> teacher conducting interest inventories and attitude surveys or interviewing individual students to determine students' interests</li> <li><input type="checkbox"/> teacher gathering a range and variety of reading materials (both fiction and non-fiction) based on students' interests</li> <li><input type="checkbox"/> teacher providing book talks and/or mini-lessons on book selection, management issues and reading strategies</li> <li><input type="checkbox"/> students reading independently for a sustained period of time (30 – 40 min.)</li> <li><input type="checkbox"/> students practicing strategies taught during explicit strategy instruction</li> <li><input type="checkbox"/> teacher conferring with students on a regular basis and recording observations of comprehension, book selection, reading interests, oral reading, and future goals</li> <li><input type="checkbox"/> teacher conducting 'butterfly' conferences to ensure students are reading appropriate materials</li> <li><input type="checkbox"/> students writing in reading journals to respond to texts read</li> <li><input type="checkbox"/> students discussing and sharing responses to texts in a variety of ways (e.g., Inside/Outside Circle, sharing connections made with a partner)</li> <li><input type="checkbox"/> students keeping records of the books they read (reading log), reflecting on their reading, and conferring with others about their reading</li> <li><input type="checkbox"/> students using self-assessment techniques</li> <li><input type="checkbox"/> students reading a common text and discussing the text in book clubs or literature circles</li> </ul>	<ul style="list-style-type: none"> <li>• What organizational strategies do you use to highlight the text in your classroom?</li> <li>• How do you ensure that students are reading appropriate material?</li> <li>• How do you assist students in selecting appropriate materials?</li> <li>• How do you know all students are actually reading the text they have chosen?</li> <li>• What types of mini-lessons have you taught during Independent Reading?</li> <li>• What methods do you use to encourage students to share their book recommendations?</li> <li>• How long do your students usually read independently?</li> <li>• Do you ever conduct guided reading sessions during this time? Is this effective?</li> </ul>

## Look-fors – Comprehensive Literacy - Writing

Key Instructional Approach	Look-fors	Questions to Ask
<p><b>MODELLED WRITING</b></p> <ul style="list-style-type: none"> <li>completely supported writing experience as writers observe an experienced writer (the teacher) in action (10 – 15 min.)</li> <li>purposes: demonstrate the writing process, allows students to hear an experienced writer, highlights good strategies that writers use, connects reading and writing, creates a large version of text that can be used for further demonstrations</li> </ul> <p><b>Note:</b> Modelled and Shared Writing can be combined in one lesson so students see the teacher writing interspersed with periods of active participation in contributing ideas during Shared Writing.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> teacher selecting a topic, purpose, audience and text-type for the writing demonstration (based on curriculum expectations and student needs)</li> <li><input type="checkbox"/> teacher's plans show evidence of reading/writing connections (use of model/mentor texts in Shared Reading)</li> <li><input type="checkbox"/> teacher referring to anchor charts for text construction</li> <li><input type="checkbox"/> teacher modelling a wide range of types/formats of writing (e.g., reports, descriptions, poetry, narratives, explanations, personal communication, persuasive texts, multi-media)</li> <li><input type="checkbox"/> whole class observing while teacher is composing text on chart paper/overhead/computer/interactive whiteboard (enlarged version of text for all to see)</li> <li><input type="checkbox"/> teacher 'thinking aloud' about choices and actions when composing (e.g., <i>I've brainstormed three possible headlines for my newspaper article. Now I'm going to find the one that is the most interesting.</i>)</li> <li><input type="checkbox"/> teacher demonstrations offer information on the writing process (planning and researching, drafting, revising, editing and publishing), content development, purpose for writing, voice, word choice, sentence construction and conventions</li> <li><input type="checkbox"/> teacher introducing and reinforcing a range of concepts in each writing session – pertinent to needs of class</li> <li><input type="checkbox"/> teacher demonstrating respectful and responsible on-line communication (different audiences require different types of communication)</li> <li><input type="checkbox"/> students recognizing the features and organization of various types/formats of writing</li> <li><input type="checkbox"/> teacher modelling the use of various software programs to support writing throughout the stages of the writing process (e.g., revising - how to use the 'Copy and Paste' features to reorder sentences or paragraphs, editing - how to use spell checker, grammar checker, or style analyzers)</li> <li><input type="checkbox"/> teacher using resources to confirm spelling (e.g., word wall, on-line dictionaries, word resource wall, etc.)</li> <li><input type="checkbox"/> students listening to the teacher's manipulation of language</li> <li><input type="checkbox"/> teacher demonstrating the importance of reading and rereading</li> </ul>	<ul style="list-style-type: none"> <li>Why did you select the type of text you were modelling?</li> <li>What text did you use as your 'mentor' text in the reading part of your literacy program?</li> <li>What were your focus areas for the craft of writing and the conventions of writing?</li> <li>How does this lesson connect to other parts of your program?</li> <li>What part of the writing process will you model next?</li> <li>What do you think your students learned from your demonstration?</li> <li>How do you think your 'think alouds' assist your students in becoming proficient writers?</li> <li>What technological tools are you using to enhance student writing?</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>The teacher's modelled writing does not have to be a 'perfect text'. Very few writers produce a clear copy on their first attempt. Demonstrating that this is a work in progress to be re-visited is important.</b></p> </div>

	<ul style="list-style-type: none"> <li>□ one's writing to aid continuity and flow</li> <li>□ students reading and re-reading the written text</li> <li>□ teacher demonstrating how to access copyright free digital images and video clips</li> <li>□ teacher advocating and demonstrating safe, legal, and responsible use of information and technology so that students understand the permanent consequences of their digital footprint</li> <li>□ teacher re-using the text for further demonstrations of the writing process and for self-evaluating of own writing (reflection, assessment, goal-setting)</li> <li>□ teacher posting 'modelled' text in classroom for reference</li> </ul>	
<p><b>SHARED WRITING</b></p> <ul style="list-style-type: none"> <li>• teacher and students collaborate to create text together (supported context)</li> <li>• whole group session (10 – 20 min.)</li> <li>• purposes: provides powerful demonstrations of writing, encourages student participation in writing, connects oral language and the writing process, highlights important writing concepts and strategies</li> </ul>	<ul style="list-style-type: none"> <li>□ teacher selecting a topic that is within the realm of experience of the class members so that all students can participate</li> <li>□ teacher activating students' prior knowledge of the text type/format of writing and the topic</li> <li>□ students and teacher brainstorming ideas and organizing thoughts on graphic organizers (paper, interactive whiteboard, computer)</li> <li>□ teacher leading the writing demonstration, but encouraging students' oral participation</li> <li>□ students contributing ideas about the craft and conventions of writing</li> <li>□ teacher and students discussing and negotiating ideas to build a collaborative text</li> <li>□ teacher using Think Alouds to prompt actions and decisions (e.g., <i>We need to check our plan... that will guide us as we write down our ideas.</i>)</li> <li>□ teacher inviting ideas from everyone and scribing students' suggestions</li> <li>□ teacher interspersing students' contributions with own Think Alouds to encourage students to reflect on next step or decisions already agreed upon</li> <li>□ students reading and re-reading written text to aid continuity and flow and making suggestions for improvement</li> <li>□ teacher facilitating interactive dialogue by asking pointed questions re: organization of ideas, conventions and content</li> <li>□ teacher explicitly teaching conventions – grammar, spelling and punctuation</li> <li>□ teacher and students referring to previously created anchor chart for text features, organization and language features</li> </ul>	<ul style="list-style-type: none"> <li>• Why did you select the type of text you were creating together?</li> <li>• What text did you use as your 'mentor' text in the reading part of your literacy program?</li> <li>• What were your focus areas for the craft of writing and the conventions of writing?</li> <li>• How does this lesson connect to other curriculum areas?</li> <li>• What did you learn about your students' understanding of writing during this lesson?</li> <li>• How often do you conduct Shared Writing sessions?</li> <li>• How did you decide when to use a Modelled approach or a Shared approach during this lesson?</li> <li>• What 'unplanned' teaching occurred during this lesson?</li> <li>• What are the next steps for your students?</li> <li>• Do you think most of your students are ready to begin writing independently?</li> </ul>
<p><b>GUIDED WRITING</b></p> <ul style="list-style-type: none"> <li>• small-group sessions - groupings</li> </ul>	<ul style="list-style-type: none"> <li>□ teacher observing students when they are writing and forming writing support groups to meet specific needs</li> <li>□ teacher creating groupings based on student input (e.g., students</li> </ul>	<ul style="list-style-type: none"> <li>• When forming your small groups for Guided Writing, what assessment data did you use?</li> </ul>

<p>composed of students who need assistance with the same concepts and strategies</p> <ul style="list-style-type: none"> <li>• 5 – 15 min. per group</li> <li>• purposes: focuses instruction on specific concepts and strategies, enhances student learning by teaching craft lessons to students who need new skills and challenges, provides opportunities for supported practice</li> </ul>	<p>approaching teacher with a specific question or particular need)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> teacher explicitly teaching the craft, form, strategies or skills needed by various groups of students (e.g., <i>teaching students how to use an organizer more effectively to create a plan</i>)</li> <li><input type="checkbox"/> teacher and group of students meeting briefly for lesson or demonstration</li> <li><input type="checkbox"/> teacher striving to combine informal, language rich teaching with a focused, on-topic approach</li> <li><input type="checkbox"/> students referring to modelled/shared writing samples, exemplars and anchor charts</li> <li><input type="checkbox"/> students engaging in discussions, asking questions and making observations</li> <li><input type="checkbox"/> students collaborating and conferencing with peers and teacher to provide feedback and suggestions for each other</li> <li><input type="checkbox"/> teacher and students using a common language to describe the craft and conventions of writing</li> <li><input type="checkbox"/> teacher ensuring that all students are part of a Guided Writing group at some point while completing a writing assignment, since all students need assistance or new challenges</li> <li><input type="checkbox"/> teacher checking individual student's understanding of the targeted concepts and clarifying any misconceptions</li> <li><input type="checkbox"/> teacher monitoring progress of group members to see if they are applying the concepts and strategies effectively</li> <li><input type="checkbox"/> teacher reconvening Guided Writing groups to re-teach, if necessary</li> </ul>	<ul style="list-style-type: none"> <li>• How did you determine the focus for each group?</li> <li>• What would you do if you saw students who were not applying the concepts/strategies from small group sessions in their independent writing?</li> <li>• How do you encourage students to talk about the craft and conventions of writing?</li> <li>• What methods do you use to record observations of students' writing skills?</li> <li>• How do you ensure that all students are part of a Guided Writing session?</li> </ul>
<p><b>INDEPENDENT WRITING</b></p> <ul style="list-style-type: none"> <li>• students writing independently with minimal teacher support</li> <li>• 30 – 40 min. daily</li> <li>• whole group mini-lesson, followed by an extended period for independent writing, then brief sharing session</li> <li>• purposes: gives students increasing control of the writing process, provides opportunity to apply the skills, knowledge and strategies demonstrated in a new</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> teacher deciding on the focus for writing (e.g., application of new text-type/format, self-selected writing, reader response, performance assessment task, writing to a prompt)</li> <li><input type="checkbox"/> teacher beginning the session by clarifying the purpose and setting expectations and routines</li> <li><input type="checkbox"/> teacher conducting a mini-lesson based on students' needs (e.g., lesson on lead sentences)</li> <li><input type="checkbox"/> teacher providing 'timed writing' opportunities so students develop writing fluency (e.g., Quick Writes)</li> <li><input type="checkbox"/> teacher setting up a smooth organizational procedure that allows students to locate and start using their writing materials speedily and efficiently (e.g., Writer's Notebook, writing folders or portfolios)</li> <li><input type="checkbox"/> students checking out various author websites to gain insights into the craft of writing (purposes and strategies for writing)</li> <li><input type="checkbox"/> teacher engaging students in writers' workshops conducted by well-known authors (e.g., Scholastic.com features workshops on:</li> </ul>	<ul style="list-style-type: none"> <li>• How did you determine the focus for independent writing?</li> <li>• What types of mini-lessons have you previously taught and why?</li> <li>• Why did you choose to teach today's mini-lesson?</li> <li>• What routines and procedures have you established for independent writing?</li> <li>• How did you assist students during this independent writing session?</li> <li>• How often do you conference with individual students?</li> <li>• What type of feedback did you give to students to move them forward as writers?</li> <li>• From your assessments and</li> </ul>

<p>context, allows students to see themselves as authors</p>	<p>writing myths with Jane Yolen, becoming a newspaper journalist and writing news stories with help from the Scholastic Magazine editors)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> students generating/discussing ideas on prescribed topics</li> <li><input type="checkbox"/> students engaging in the writing process (planning and researching, drafting, revising, editing, publishing)</li> <li><input type="checkbox"/> students using various graphic organizers(e.g., Inspiration, SmartDraw, The Brain, CMap, bubbl.us, MindMapper).</li> <li><input type="checkbox"/> students referring to anchor charts created during Shared Reading and Writing sessions</li> <li><input type="checkbox"/> teacher circulating throughout classroom, conferencing with students or taking a Guided Writing group</li> <li><input type="checkbox"/> students employing a variety of writing materials/computer software during creation of text</li> <li><input type="checkbox"/> students enhancing their texts by choosing the right tool for their task (e.g., animation and word-processing programs, design software, and other electronic media such as digital cameras and projectors)</li> <li><input type="checkbox"/> students using word wall/charts and other reference material to help edit work</li> <li><input type="checkbox"/> students using a variety of proof-reading strategies</li> <li><input type="checkbox"/> students using Wikis or blogs to share their writing with peers for discussion and feedback</li> <li><input type="checkbox"/> teacher observing students' writing and selecting a few students to share their current writing with the class in order to illustrate a particular concept (e.g., good leads, interesting descriptions of characters, well-structured dialogue)</li> <li><input type="checkbox"/> students sharing ideas and excerpts of writing (e.g., Author's Chair, Inside-Outside Circle, in partners, small group sharing, on-line posting)</li> <li><input type="checkbox"/> students assessing each other's writing and providing feedback (use of Google docs or a Wiki – Voicethread)</li> <li><input type="checkbox"/> students self-assessing their writing and setting personal goals and next steps</li> <li><input type="checkbox"/> teacher assessing and evaluating students' writing based on co-constructed criteria</li> </ul>	<p>observations, what is the next step in writing for your students?</p> <ul style="list-style-type: none"> <li>• What opportunities do you provide for students to share their writing with others?</li> <li>• How do you integrate technology into your writing program?</li> </ul>
--	---	---

# Look-fors – Comprehensive Literacy – Working with Words

Working with Words	Look-fors - Teacher	Questions to Ask:
<ul style="list-style-type: none"> <li>refers to the process of learning everything about words; their spelling, meaning, pronunciation, historical origin, and relationship with other words</li> <li>involves a range of instructional activities and experiences – must be developmentally appropriate, interactive, and constructive, providing students with genuine opportunities to make meaning with words and to use them in real-world contexts</li> <li>includes: <ul style="list-style-type: none"> <li>high-frequency words</li> <li>word solving and building</li> <li>language predictability</li> </ul> </li> </ul> <p><i>“Children of all ages should be encouraged to be <b>word detectives</b>, sniffing out interesting words they encounter in their daily lives.”</i> (McQuirter Scott, <i>Spelling: Connecting the Pieces</i>, p. 17)</p> <p>Our goal, as teachers, is to ignite in students a lifelong interest in words. This is best achieved by:</p> <ul style="list-style-type: none"> <li>making word study fun</li> <li>creating interesting word play activities</li> <li>demonstrating the power words have over others</li> <li>sharing the evolution of the English language</li> </ul>	<p>Teacher is:</p> <ul style="list-style-type: none"> <li>listening to/recording students’ oral reading and analyzing decoding strategies (e.g., M-semantic, S-syntactic, V-graphophonic)</li> <li>assessing students’ ability to read phonetic patterns and high-frequency words (review lists and grade level lists)</li> <li>analyzing spelling patterns from writing samples (see Error Analysis for Spelling)</li> <li>using assessment data to determine next steps for whole group, small group, and individual instruction to meet students’ needs</li> <li>using on-going assessment and feedback to encourage students’ goal-setting and self-monitoring</li> <li>maintaining ever-changing print-rich environment</li> <li>modelling word-solving and vocabulary strategies during Read Aloud and Shared Reading</li> <li>playing with language through oral rhymes, songs, and predictable text (Kindergarten and grade1)</li> <li>drawing attention to rhymes, words, syllables, and sounds and demonstrating how to denote words, syllables and letters using body parts (Kindergarten and grade 1)</li> <li>explicitly teaching word solving strategies in Shared Reading and Shared Writing</li> <li>providing opportunities for oral discussion/interaction about word-related discoveries</li> <li>co-creating, with students, class anchor charts that demonstrate word patterns and spelling strategies</li> <li>teaching word concepts in the context of everyday classroom life (teachable moments) or during focused lessons</li> <li>demonstrating the use of various resources that assist with word-solving and spelling strategies (e.g., personal dictionary, thesaurus, on-line dictionary, word wall, etc.)</li> </ul> <p>High-frequency (Useful) Words:</p> <ul style="list-style-type: none"> <li>introducing new words on a weekly basis (approximately 5 words + challenge words for students who need more advanced words) by: finding them in the Shared Reading text, generating oral/print sentences, chanting the words chorally, using actions to chant the words, emphasizing key features</li> <li>engaging students in various methods of using the words –</li> </ul>	<ul style="list-style-type: none"> <li>What did your assessment data reveal about your students’ word solving knowledge/skills?</li> <li>How did you plan your instruction to ensure you were meeting the word study needs of your students?</li> <li>How do you differentiate learning in working with words for your students?</li> <li>Do you find that a manipulative approach helps to engage your students in word study?</li> <li>What spelling or word recognition strategies have you introduced to your students? Have you seen evidence of progress of the application of these strategies in daily reading and writing?</li> <li>Do you use on-line games for word study? What games do you find particularly effective in developing students’ skills?</li> <li>How do you highlight an awareness of word choice and spelling when your students are writing?</li> <li>How do you engage your students in hands-on activities to practice/consolidate word study concepts/rules/ generalizations?</li> <li>In what ways do you encourage your students to contribute to vocabulary/anchor charts?</li> <li>How do you provide your students with on-going assessment and feedback to enable them to improve their word solving skills?</li> <li>How do you provide opportunities for students to self-assess?</li> </ul>

## Look-fors – Student

Students are:

- ☐ participating in whole and small group working with words lessons (e.g., high-frequency words, word building and solving, language predictability)
- ☐ using a range of word solving strategies (e.g., sound, visual, meaning)
- ☐ interacting with rich language and listening to sounds and rhyming patterns (K & 1)
- ☐ segmenting and blending sounds, clapping syllables, and sounding out words (K & 1)
- ☐ using environmental print to read/write
- ☐ chanting and creating actions for high-frequency words
- ☐ recognizing and circling high-frequency words and familiar words during shared reading and interactive writing (K & 1)
- ☐ using letters/letter clusters to read and spell
- ☐ discussing and applying knowledge of phonics to new words
- ☐ dividing words into syllables and arriving at an appropriate pronunciation
- ☐ building words using letter tiles
- ☐ sorting words by generalizations and patterns
- ☐ working with a partner to transfer and apply knowledge of patterns
- ☐ using rules of phonics to spell familiar and unfamiliar words
- ☐ orally emphasizing hard-to -

working with patterns, playing games, reviewing new words and all words (see *Working with Words Guide*, K-3 or *Literacy Support Guide*, 4-6)

- ☐ introducing necessity for rapid recognition of high-frequency words for use when reading and writing
- ☐ displaying high-frequency (useful) words on the word wall (K-3) or word resource wall (4-6) and encouraging the use of the word wall to assist spelling accuracy
- ☐ insisting that high-frequency words be spelled correctly on daily writing ('no excuses' words)
- ☐ highlighting and drawing attention to high-frequency words during Shared/Guided Reading and Interactive/Shared Writing
- ☐ testing students' recognition of and spelling of high-frequency words
- ☐ conducting other focused high-frequency lessons (see *Working with Words Guide*, K-3 and the *Literacy Support Guide*, 4-6)
- ☐ providing opportunities for independent practice with the high-frequency words (e.g., at literacy centres, follow-up practice)
- ☐ encouraging the use of personal dictionaries or word resource wall folders (grades 4-6)
- ☐ providing tips for parents by sending home a list of the week's focus words and ideas for family members to practice the words in fun ways with students

Word Building and Solving:

Build the Word:

- ☐ preparing for the activity by arranging the word cards (available on the Scholastic web-site) in clusters of three-letter words, four-letter words, etc. and placing the teacher letters on a pocket chart or using the letters on an interactive whiteboard
- ☐ distributing letter tiles (K-3) or letter strips (4-6) for use in 'Build the Word' activities
- ☐ explaining that the building words activity helps students to understand how longer words are constructed based on common patterns
- ☐ showing students how to signal their knowledge of the 'mystery word' – word that uses all letters provided
- ☐ conducting the lesson – stating the number of letters in the first word, saying the word and putting it in a contextual sentence, having a student build the word, asking students to check their word, placing the word card in a pocket chart or on an interactive whiteboard

- What routines have you put in place when students are working independently on practice activities?
- What does your assessment data tell you about the transfer of word-solving concepts to student reading and writing?

<ul style="list-style-type: none"> <li>hear sounds in difficult, complex words</li> <li><input type="checkbox"/> using word patterns to help with word pronunciation and spelling</li> <li><input type="checkbox"/> using syllables to help determine the meaning of unfamiliar words</li> <li><input type="checkbox"/> connecting common spelling and pronunciation patterns among related words</li> <li><input type="checkbox"/> identifying root words and using them to determine pronunciation and meaning of unfamiliar words</li> <li><input type="checkbox"/> recognizing a variety of prefixes and suffixes and using the meaning of common affixes to understand and spell new words</li> <li><input type="checkbox"/> identifying roots in related words and understanding origin of roots</li> <li><input type="checkbox"/> constructing/deconstructing multi-syllabic words by applying their knowledge of generalizations</li> <li><input type="checkbox"/> suggesting 'million dollar words' from text that has been read aloud</li> <li><input type="checkbox"/> using new vocabulary when communicating orally and incorporating 'million dollar words' in written work</li> <li><input type="checkbox"/> brainstorming ideas and adding examples to class-created charts</li> <li><input type="checkbox"/> using various resources to confirm spellings, word meanings, or word choice</li> <li><input type="checkbox"/> playing a variety of word/spelling games (e.g., Scattergories, Scrabble)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> suggesting that family members use Scrabble tiles, or other tactile letters, to help students make word families at home</li> </ul> <p>Sort the Words:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> preparing word cards and pattern sort heading cards for the pocket chart and word sort packages for student partners</li> <li><input type="checkbox"/> instructing students to work with their partner to sort the words to find as many patterns as possible</li> <li><input type="checkbox"/> discussing word patterns that the students discovered</li> <li><input type="checkbox"/> asking students to sort the words based on the lesson patterns and placing the word cards on the pocket chart to demonstrate the patterns</li> <li><input type="checkbox"/> encouraging students to record the pattern sorts in their Working with Words notebook (grades 3-6)</li> <li><input type="checkbox"/> recording word sort patterns on chart paper for future student reference</li> </ul> <p>Transfer to Reading and Writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> distributing one transfer sheet (laminated) and dry erasable marker to each pair of students</li> <li><input type="checkbox"/> instructing partners to read sentences/paragraph aloud together and indicate which words contain the patterns from the 'Sort the Words' activity (transfer to reading section)</li> <li><input type="checkbox"/> discussing the new words and recording these on word cards to be added to the pocket chart/chart paper</li> <li><input type="checkbox"/> reading the sentences/paragraph to determine the missing words (transfer to spelling section)</li> <li><input type="checkbox"/> encouraging students to use their knowledge of the word patterns to spell the missing words</li> <li><input type="checkbox"/> asking students for other words that might fit the spelling patterns</li> <li><input type="checkbox"/> recording students' ideas on chart paper/interactive whiteboard</li> </ul> <p>Extension Lessons</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> involving students in extension lessons to highlight spelling strategies and concepts</li> <li><input type="checkbox"/> adding examples of concepts (e.g., contractions, possessives, root words, and affixes) to the word resource wall for student reference during reading and writing demonstrations and lessons</li> <li><input type="checkbox"/> promoting spelling strategies and word patterns</li> <li><input type="checkbox"/> providing opportunities for independent practice with the word patterns (e.g., at literacy centres, follow-up practice)</li> <li><input type="checkbox"/> conducting other focused word solving and building lessons (see</li> </ul>	
---	---	--

<ul style="list-style-type: none"> <li><input type="checkbox"/> using mnemonics to spell difficult words</li> <li><input type="checkbox"/> using word walls/word resource walls to assist with spelling and writing of high-frequency words</li> <li><input type="checkbox"/> drilling high-frequency words with a partner to improve fluency</li> <li><input type="checkbox"/> reading for speed and accuracy</li> <li><input type="checkbox"/> maintaining a personal dictionary/word wall folder</li> <li><input type="checkbox"/> using a thesaurus to explore alternative word choices</li> <li><input type="checkbox"/> applying French pronunciations to French words absorbed into English (i.e., chalet)</li> <li><input type="checkbox"/> understanding strengths and areas for growth and setting goals</li> </ul> <p>Adapted from <i>Balanced Literacy in the Primary and Junior Classroom</i>, Thames Valley District School Board, 2007</p>	<p><i>Working with Words Guide</i>, K-3 and the <i>Literacy Support Guide</i>, 4-6)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> expanding students' oral vocabulary through brainstorming words with similar meanings and discussing their differences</li> </ul> <p>Language Predictability</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> using prompts to help students use cueing systems in an integrated way (e.g., "<i>Did that make sense?</i>" when a miscue results in meaning loss; "<i>Did that sound right?</i>" when the miscue resulted in a grammatical change; "<i>Did you check that out?</i>" when the student needs to pay closer attention to visual-sound cues)</li> <li><input type="checkbox"/> pausing at a predictable word in a text so that students can use their language knowledge in order to predict words</li> <li><input type="checkbox"/> demonstrating how to use context clues to work out word meanings</li> <li><input type="checkbox"/> teaching spelling generalizations</li> <li><input type="checkbox"/> exploring language through word play (e.g., puns, plays on words, multiple meanings, etc.)</li> <li><input type="checkbox"/> dividing words into prefixes and suffixes and discussing how they alter the meaning of words</li> <li><input type="checkbox"/> introducing Greek, Latin, and Anglo-Saxon roots (i.e., <i>auto</i> – Greek, <i>decem</i> – Latin) and attaching meaning to the roots (i.e., <i>auto</i> – self, <i>decem</i> – ten)</li> <li><input type="checkbox"/> drawing attention to word origins when introducing new vocabulary during Science, Math, Social Studies, or Health</li> <li><input type="checkbox"/> creating charts of French words that have been directly absorbed into the English language</li> <li><input type="checkbox"/> conducting other focused language predictability lessons (see <i>Working with Words Guide</i>, K-3 and the <i>Literacy Support Guide</i>, 4-6)</li> <li><input type="checkbox"/> providing opportunities for independent practice with language predictability (e.g., at literacy centres, follow-up practice)</li> <li><input type="checkbox"/> encouraging family members to play simple word games with students</li> <li><input type="checkbox"/> suggesting that family members discuss difficult vocabulary with students when reading to their child, or when the child reads to them</li> </ul>	
---	--	--

## Look-fors – Comprehensive Literacy – Inquiry

Inquiry Process	Look-fors
<b>Choose a Good Question</b>	<ul style="list-style-type: none"> <li>Negotiate points of inquiry with class so that the combined research from groups helps to answer the framing question.</li> <li>Form Inquiry Groups based on students who are interested in each of the points of inquiry (4 or 5 students per group).</li> <li>Ensure groups have a researchable question. Help students to refine their questions.</li> <li>Post charts with students' questions as a reference.</li> <li>Provide time for students to meet in groups to discuss their formative thinking.</li> <li>Conduct mini-lessons to aid students in finding a researchable question.</li> <li><b>Assessment Strategy:</b> contributions to whole group and small group sessions.</li> </ul>
<b>Investigate My Question</b>	<ul style="list-style-type: none"> <li>Collect a variety of research materials including: books, videos, websites, etc. for points of inquiry and display in the classroom.</li> <li>Assist students/groups with choosing resources.</li> <li>Confer with each group to ensure students have readable materials.</li> <li>Dialogue with students about ways of learning more about the topic (e.g., talking with experts, fieldtrips, community events).</li> <li>Help students to refine and adjust initial plans.</li> <li>Teach mini-lessons to assist students in honing their inquiry focus and working collaboratively.</li> <li><b>Assessment Strategy:</b> participation with group and examine work samples</li> </ul>
<b>Analyze and Interpret My Findings</b>	<ul style="list-style-type: none"> <li>Confer with each group as to progress they are making with research.</li> <li>Encourage sharing, participation, and cooperation with others.</li> <li>Strategically teach mini-lessons that target students' needs with respect to describing patterns, analyzing information, and drawing conclusions from a variety of sources.</li> <li><b>Assessment Strategy:</b> participation in inquiry groups and examine work samples</li> </ul>
<b>Share My Learning</b>	<ul style="list-style-type: none"> <li>Review the culminating task.</li> <li>Hold a discussion about quality work in regards to the culminating task and set criteria with students.</li> <li>Confer with each group and discuss how they are going to share their learning.</li> <li>Help groups to find an audience for type of presentation, demonstration, or product.</li> <li>Provide large blocks of time for students to complete the culminating task.</li> <li>Create opportunities for students to celebrate their learning.</li> <li><b>Assessment Strategy:</b> project created and sharing of learning</li> </ul>
<b>Reflect on My Learning</b>	<ul style="list-style-type: none"> <li>Debrief the process used in inquiry and ask what things students/groups would do differently next time.</li> <li>Use strategies and tools for self-reflection and group reflection.</li> <li>Hold a whole group session to list questions students now have about the topic and discuss how they differ from the questions at the beginning of the inquiry.</li> <li>Discuss the importance of this learning to students' understanding of the world.</li> <li><b>Assessment Strategy:</b> reflection activities</li> </ul>

